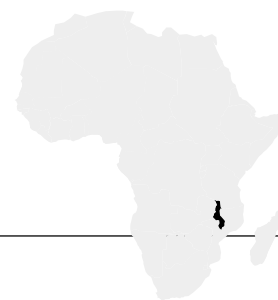

MALAWI



BACKGROUND

Pre-colonial Malawi was a loosely organized society comprising the Chewa and Tumbuka and later the Yao and Ngoni ethnic groups. The British established the protectorate of Nyasaland in 1891, which was later federated with Northern and Southern Rhodesia. In July 1964, Nyasaland gained independence under the name of Malawi, and Hastings Banda was elected president. By 1971, Banda had consolidated his power and was named president for life. With the Malawi Congress Party and its paramilitary wing, the Young Pioneers, Banda kept Malawi under firm authoritarian control until the 1990s. Following escalating domestic and political unrest and strong pressure from the international community, Malawi took steps to open its political system and improve its human rights record. In 1993-94 the country moved quickly to become a multiparty democracy.

Malawi's political and economic development has been impeded historically by its narrow economic base, concentrated ownership of assets, limited foreign and domestic investment, authoritarian leadership, high population growth, and low education levels. Life expectancy at birth is under 45 years. The infant mortality rate (134 per 1,000) and malnutrition are among the highest in Africa. Only half the population has access to safe drinking water and the prevalence of HIV/AIDS is high and growing. Annual per capita gross domestic product is estimated below US\$200, and external debt in 1997 was \$2.37 billion.

The country's food and agricultural problems have been exacerbated by three serious droughts in four years between 1991 and 1995. High population density, disease, small land holdings, traditional agricultural techniques, and pervasive poverty contribute to deforestation, overworked soils, and low agricultural output. Despite the daunting challenge of managing an open economy that is subject to intermittent droughts and instability while nurturing a young democracy, the government's commitment to economic and political reforms remains strong and it is an excellent partner for U.S. development assistance.

Malawi Social and Economic Indicators	Malawi 1997	Malawi 1994	Sub-Saharan Africa 1994
Population Structure & Growth²			
Population (millions)	10.07	9.49	563.82
% population 0 to 14	47	47	-
Population growth rate	2.6	2.7	-
Urban population as % of total population	14.0	13.2	30.6
Mortality & Life Expectancy			
Infant mortality rate	133	-	91 ³
Under 5 mortality rate	224	-	147 ³
Life expectancy (m/f)	43/43	-	49/52 ³
Economic Performance & Expenditures			
GNP per capita (\$)	200	160	489
GNP growth rate	5.2	1.7 ^{1, 4}	-1.0 ^{1, 4}
Military expenditure as % of GNP	1.6 ⁵	-	-
Public spending on education as % of GNP (all levels)	6.2 ³	3.9	4.3
Development Assistance & Debt²			
Official development assistance per capita (\$)	33.90	49.90	-
Official development assistance as % of GNP	14.1	42.0	-
Total external debt (billions, \$)	2.21	2.02	-
Total external debt as % of GNP	89.0	-	74.4
Illiteracy			
Adult illiteracy (m/f)	27/57	-	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Population figures are from preliminary results of the 1998 census. The 1994 figure is higher because of the Mozambican refugee influx that tended to distort the Malawian population. On the other hand, the lower population could be a result of the AIDS pandemic.

³Data from 1997.

⁴Data from 1990-1996.

⁵Data from 1995.

STATUS OF MALAWI'S EDUCATION REFORM

In spite of its fiscal problems, the Government of Malawi (GOM) has demonstrated its strong commitment to primary education by allocating more resources to this sub-sector. Since 1992, the share of the GOM budget allocated to education has risen from 12% to nearly 27%, and the primary education share increased from 52% in 1992/93 to approximately 61.7% of the total recurrent budget for the education sector in 1997/98. USAID assistance has resulted in progress in reducing the pupil/teacher ratio from 68 in 1992 to 59 in 1997/98 by hiring approximately 22,000 new teachers. The total education budget devoted to learning materials has increased from about 1% in 1993/94 to 10% in 1997/98. Malawi has seen significant increases in both girls' enrollment, which is now 49% of total enrollment in first grade, and persistence—girls' enrollment in the eighth grade is now 40% compared to 35.6% in 1991. Girls' overall repetition in grades 1 to 8 has also declined from 20% in 1991 to 15.5% in 1996. The utilization of Malawi's teacher training college has been improved. Nationwide registration of all primary pupils is now done regularly, and provides basic planning and management data for school administration.

USAID PROGRAM ACTIVITIES

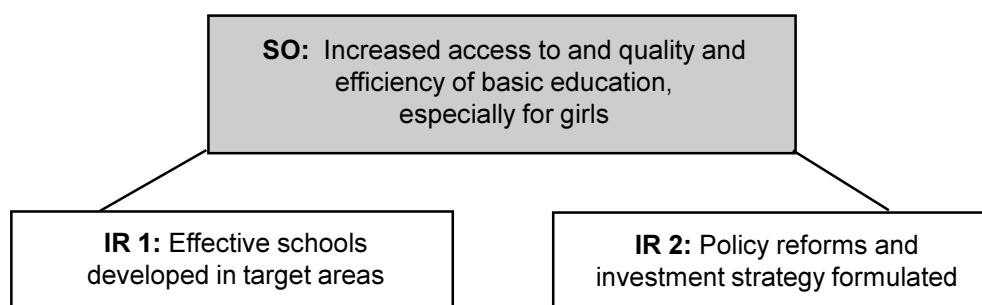
USAID's program focuses on three areas: 1) increasing the long-term financial resource base for primary education; 2) improving the quality, availability, and efficiency of primary education; 3) and improving the relevance of primary education for girls. Technical assistance, training, research, limited commodities, and support of policy reform help to improve education sector planning and budgeting; construct schools; recruit and train teachers; privatize distribution of learning materials; develop gender-sensitive curriculum and train teachers in its use; and establish a girls' scholarship fund. Among USAID's innovative programs was its social mobilization campaign to develop community action programs for increasing girls' enrollment and retention, and a grant to a private voluntary organization to test new approaches for community governance of schools.

During FY 1997 the social mobilization campaign (SMC) trained an astounding 26,320 local leaders, community members, and teachers through a total of 1,216 workshops. The program was amended in September 1998 and extended for a further three years. While the program continues to address issues of access, the overall strategy for the amendment is to support the development of an education sector reform wherein effective schools provide an environment in which the majority of children are learning. This strategy requires that there be targeted impact within specific schools, communities and areas and that governance, financing, and institutional decisions be implemented within an evolving process of policy formulation.

As before, USAID has launched a social mobilization campaign for educational quality (SMC-EQ) through community participation and formulation of community action programs aimed at developing an environment where communities take responsibility for quality education. Simultaneously, USAID has provided a grant to a private voluntary organization to develop sustainable and effective schools and effective classroom practice.

The project component of GABLE provides technical assistance, limited commodities, and funding for studies that support government institutions involved in implementing GABLE reforms and activities. The project also funds the monitoring and evaluation element of GABLE and a Social Mobilization Campaign, which was initially aimed at improving attitudes and practices toward education for girls, and now is sensitizing communities in targeted districts on quality education for all children.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Program Development & Support

Project Number: 675-0234

Funding levels

\$0.64 million

Initial obligation date and estimated completion date

1988-1999

Girls' Attainment in Basic Literacy and Education (GABLE)

Project Number: 612-0237 (PA); 612-0240 (NPA)

Funding levels

\$19 million (PA)

\$35 million (NPA)

Initial obligation date and estimated completion date

1995-1999

Program Conditionalities

Tranche 5 for \$7 million was disbursed in June 1998 after the GOM met the conditions as follows:

- ✓ That not less than 27.5% of the grantee's revenue budget will be allocated to the education sector budget (minus debt amortization)
- ✓ That not less than 63.5% of the grantees education revenue budget (excluding teacher training colleges) will be allocated to the primary education revenue budget or alternatively an attainment of a teacher pupil ratio of 1:64 and four exercise books per pupil per annum
- ✓ That not less than 10% of the primary education revenue budget is allocated to a budgetary line item created for learning materials
- ✓ That the grantee has established and disseminated new policies on double shifts in urban schools, distribution of teachers and learning materials to the lower standards, and age streaming
- ✓ That the grantee has publicly announced a new policy on the maximum age of entry into primary school will be implemented in the following year
- ✓ That the grantee has examined the findings of the gender streaming pilot implemented under the GABLE Project Grant Agreement, and if girls' achievement scores have increased, developed a time-phased action plan for appropriate nationwide implementation

Project Contractors

Project activities are implemented through a contract with Creative Associates International, Inc., a buy-in to the Improving Education Quality Project implemented through the American Institute for Research—Center for International Research, and lastly, through a private voluntary organization, Save the Children Federation.

Malawi Education Indicators	Malawi 1995	Malawi 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	2.8	2.9	-
Gross enrollment ratio	135.0	135.0	76.7 ¹
Girls as proportion of gross	128.0	128.0	69.2 ¹
Teachers (thousands)	49.14	45.8	-
Teachers, % female	39.0	38.2	38.2 ¹
Pupil-teacher ratio	59:1	62:1	41:1 ¹
Secondary (Grades 7-12)			
Total enrollment (thousands)	142.0	109.0	-
Gross enrollment ratio	16.5	12.9	26.5 ¹
Gross enrollment ratio, female	11.7	9.3	24.4 ¹
Teachers (thousands)	3.1	5.4	-
Teachers, % female	0.9	-	-
Pupil-teacher ratio	22:1	20:1	-
Tertiary			
Total enrollment (thousands)	5.6	5.4	-
Gross enrollment ratio	0.6	0.6	3.1 ¹
Gross enrollment ratio, female	0.40	0.40	-
Finance			
Education as % of GNP	5.5	3.9	4.3 ¹
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	18.00	8.00	-
Demographic and Health Survey Data-1996²	Male	Female	Total
Primary net attendance ratio	68	58	70
Primary school completion rate	23	9	15
Secondary net attendance ratio	3	2	2

Primary Source: *Statistical Profile of Education in Sub-Saharan Africa (SPSSA)*, UNESCO/World Bank Data, 1998.

¹World Bank, Data Development Group, 1999.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

OTHER DONORS WITH EDUCATION PROGRAMS

The World Bank provides support to primary and secondary education. While United Kingdom has traditionally concentrated on secondary and tertiary education, it has recently launched a community schools project at the primary level and also supports the Malawi Integrated Inservice Teacher Education Programme (MIITEP), whose focus is on teacher development. UNICEF has been involved in several small projects supporting adult literacy, pre-school, and out-of-school youth. UNDP and UNESCO support curriculum development and the Ministry of Education's efforts to decentralize planning and management. The EU provides assistance for school construction and equipment. Germany has supported teaching of science in primary schools and has launched a basic education project in selected districts, as well as supporting MIITEP. The African Development Bank supports building and equipping primary and secondary schools, and is developing a new education sector credit.

